DOCUMENT RESUME

ED 032 980 RC 003 728

A Proposal for the Orientation and Placement of Culturally, Economically, and Educationally Deprived Children of Junior High Age. Final Evaluation Report.

Board of Education, St. Cloud, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Report No-P-OE-1132
Pub Date [67]
Grant-OEG-3-6-001132-1153
Note-76p.
EDRS Price MF-$0.50 HC-$3.90
Descriptors-Culturally Disadvantaged, Economically Disadvantaged, *Educational Experience, Educationally Disadvantaged, Elementary School Students, Evaluation, *Junior High School Students, *Parent School Relationship, *Rural Youth, *School Orientation, Surveys, Transfer Programs, Urban Schools

A junior high school orientation program was conducted from June 1 to August 1, 1967 for 270 students scheduled to enter 2 public junior high schools in St. Cloud, Minnesota from 21 rural public and parochial schools. The major purpose of the project was to ease the transition problems for nonresident students and their families caused by the transfer from ungraded and 1-room elementary schools to large city schools. The orientation program, organized into 5 phases, was designed to ease this transition through contacts between the school and the home. Phase 1 identified all students graduating from rural elementary schools. Phase 2 identified students with academic difficulties. Phase 3 consisted of 2 personal contacts between the school and the parents. Phase 4 was a 1-week orientation program conducted for the students in the school they were to attend. Phase 5 was an evaluation of the entire program by students, parents, teachers, and counselors. During this phase a survey of 221 students and 165 parents indicated almost unanimous support for the program. Parent and student comments about the program, both favorable and unfavorable, were included in the appendices to this report. This project was funded under Title III, Elementary and Secondary Education Act. (Author/TL).

FINAL EVALUATION REPORT
Grant No. OEG-3-6-001132-1153
Project No. OE-1132

A Proposal for the Orientation and Placement of Culturally, Economically, and Educationally Deprived Children of Junior High Age

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SUMMARY

From June 1, to August 1, 1967, an operational grant for a junior high orientation program was carried out for 270 students coming from twenty-one rural public and parochial schools and entering two public junior high schools in St. Cloud, Minnesota. This was the second year of the project, the first year being a planning grant. The operational grant was carried out in essentially the same way as the planning grant. There have been some changes in the detail which has strengthened the operational project.

The major purpose of the project is to ease the transition for non-resident students and their families faced with the problem of transferring from ungraded and one-room elementary schools to large city schools. It is felt a program of this type was needed because of low levels of basic educational skills, lack of knowledge of large city schools by parents and children, and a very minimal amount of participation in the educational community by these transferring students and their parents.

The orientation program was designed to ease this transition through a series of contacts between the school and the home. There were five phases in this process. Phase one identified all students graduating from rural elementary schools. Phase two identified the students who were having academic difficulties by giving students aptitude tests and intelligence tests. Phase three involved two personal contacts with the parents of the students. The first contact was made in the home with the family. The second contact was made in school

by having several parents from the same geographic area tour the school facilities. Phase four was a week long orientation program for the students in the school they were to attend. This included familiarization of the facilities, meeting teachers, a library and how to study unit, recreation, and group guidance. Phase five was an evaluation of the entire project by students, parents, teachers, and counselors.

Of the 221 students surveyed, 218 indicated they felt it was a good idea, 219 indicated it was helpful to them, 215 indicated they felt more at ease about coming to a large city school. Of the 165 parents returning questionnaires, 165 indicated it was a good idea, 163 indicated it would be easier to make contact with the school because of the program, and 164 felt it should be continued next year.

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Junior High School Summer Orientation Program

The junior high school summer orientation program summarized in this report took place from June 1 to August 1, 1967. The students involved were 270 rural youth entering grades seven, eight, and nine. They had previously attended small, one-room rural and ungraded public and parochial schools in Stearns County, Minnesota, which has St. Cloud as its county seat. These 270 students came from twenty-one different public and parochial schools.

The purpose of this orientation project was to ease the transition from small rural elementary schools to large secondary schools, and to bring the students and parents into the educational community.

Special Problems of Transition to the Secondary Schools of St. Cloud

Stearns County, in Central Minnesota, is unique and paradoxial. St. Cloud, the county seat of Stearns County, has a population of approximately 40,000 persons, excellent public and parochial school systems, a state college of over 8,000 students, and many other fine educational and cultural opportunities. Rural Stearns County is a farming community composed of small family farms. Educationally, Stearns County is divided into over fifty school districts. The schools in these districts are overwhelmingly of the traditional one-room ungraded type where one teacher teaches grades one through six, or one through eight, in the same room. All of these one-room rural schools operate

quite independently of one another, with the central operation being in the hands of their own school boards, composed of persons from the local farming community. None of these students has had the benefit of a year of readiness in kindergarten. To many, the introduction of books in grade one is the first contact they have had with written communication. Students in grade one learning to read may sit double with a sixth grade student studying geography.

Rural Stearns County, with its small family farms and limited financial resources, cannot afford more elaborate facilities for their children. Local control of schools has become traditional. These local people have tenaciously hung on to their small units and have vigorously fought consolidation.

The product of this structure is a child completing grade six or eight with inadequate basic educational skills, entering one of the two public junior high schools in St. Cloud, each with a population of approximately 1,100 students. The problems at this point become numerous. Some of the major ones are: (1) Inability to compete scholastically with students who have had the advantage of teachers specializing in their subject area, superior physical and educational facilities with remedial reading, speech, and psychological services available; (2) Inability to compete socially. They have not had the advantage of recreational facilities. It may seem hard to believe, but some of these children have never been to a movie theatre. One

boy who lives fourteen miles from St. Cloud, had been in the city only one time in his life. These students generally don't compete in athletics, either because of their limited backgrounds or because it is necessary for them to catch a bus to get home, and usually to do necessary farm chores and to co ntribute to the economic unit, the family. They are usually not able to attend other school social functions because of transportation problems or lack of interest; (3) Furthermore, there is an inadequate amount of information on these students in the form of standardized tests indicating scholastic aptitude or level of basic reading, mathematical, and communication skills. It has been, as a result, impossible to provide the most adequate curriculum for these students.

These rural youth are, then, not a full-fledged member of the school community. It is the exceptional child who overcomes these handicaps to be a school leader.

Special Problems of Parents of Rural Youth

The parents of these transferring students are, as it has been mentioned, steeped in the tradition of having their local schools. They are generally people who have been active and interested in their school activities. This, however, changes abruptly when the children transfer to city schools. While some parents do continue an interest in the education of their children, few become involved in activities in the city schools, few meet their child's teacher, and many have never been in the door of the city school.

This, then, is the climate of the transferring rural student and his parent, They generally do not assimilate to the new schools, and do not become a part of the educational community.

It is well known by a survey of high school dropout studies throughout the United States that the classic profile of the high school dropout is: underachievement, low reading skills, and non-involvement in school affairs. This has been the pattern of rural Stearns County youth.

This summer orientation program included several activities to break this pattern by: (1) providing the best possible school curriculum, (2) easing the difficult social transition for the students, and (3) providing a climate for the parents and students through personal contacts and re-education by school counselors to make them feel they are not second-rate citizens but full-fledged members of this educational community.

This summer orientation program was then, as much as possible, a measure to prevent the problems of the transferring student and their parents, rather than the traditional approach of remediation once the student had gotten into academic difficulty or communication with the home had broken down completely.

Organization and Activities of the Orientation Program

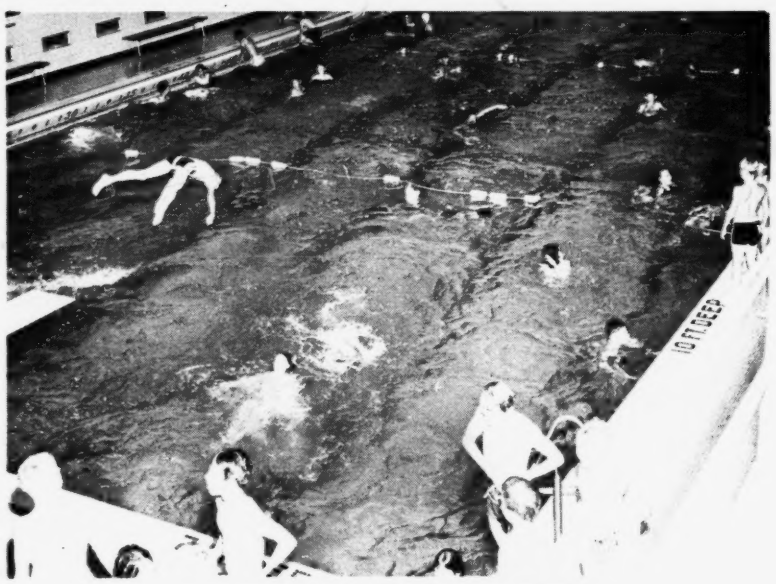
This orientation program had five phases. Phase I was carried out before the end of the 1966-67 school year. The purpose was to inform the county school officials and teachers of the orientation program, and to have them help in informing the parents.

The rapport established between the rural and city school personnel during the planning grant in the summer of 1966 was very helpful during the first year of the operational grant. The necessary lists of graduating rural students were obtained from the county superintendents office while the rural teachers disseminated information to parents, and gave city school personnel educational data on each child. This data proved to be very useful in selecting students for remedial instruction.

A major purpose of the entire orientation project was to establish communication and rapport between the new city school system and the rural parents, and for the parents to accept the orientation project as being helpful for their child. To create this atmosphere the rural teachers agreed to distribute introductory letters to parents to inform them of the orientation program. This endorsement by the rural teachers proved to be very helpful in the parents acceptance of the program. Letter number 1 in the following page is a copy of the letter sent to parents.

ORIENTATION WEEK
working on the how-to-study unit

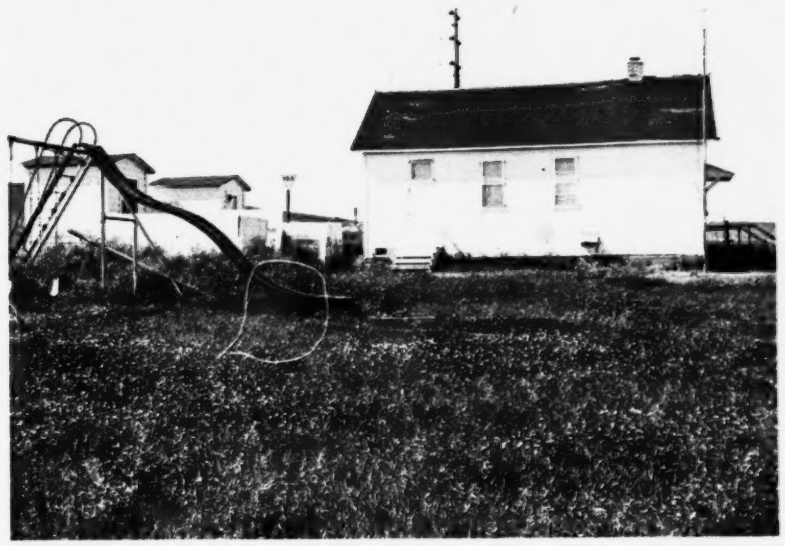
ORIENTATION WEEK
working on the library unit



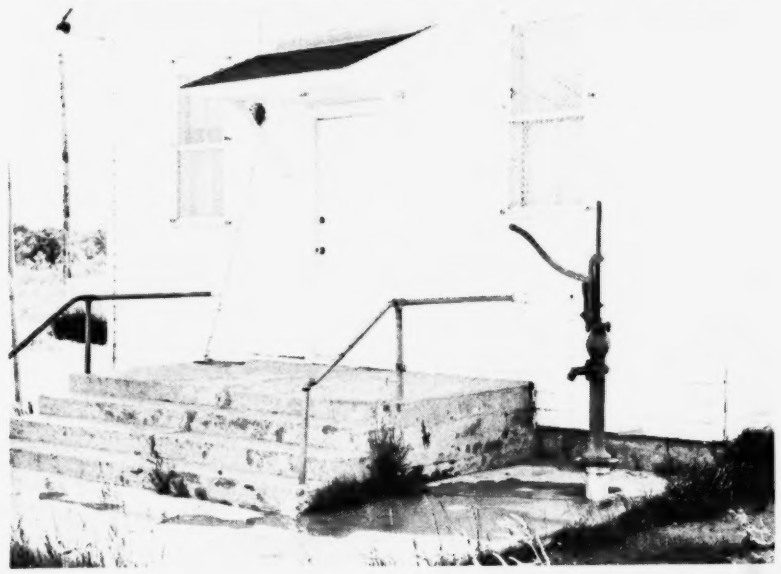
ORIENTATION WEEK
recreational swimming

Three sixth grade students in this school transferred in the fall of 1967

A rural school 8 miles from St. Cloud



A rural school's only source of water



LETTER NUMBER 1

Sent to parents of Rural Public and Parochial School
Children by way of the Rural Teacher

Dear Parents,

We would like to take this opportunity to introduce you to our second annual orientation program for students from rural areas and their parents. It has been felt that students from small schools are in a unique situation when transferring to the St. Cloud Schools. They are used to close personal contact with one teacher and usually know the teacher and all of the students very well. When transferring to the St. Cloud Schools they are placed in a school with many hundreds of students they don't know. They are not familiar with the teachers and the requirements of the school.

Since students from small schools have these and other difficulties during the first several weeks of school, we would like to help them make this transition as smooth and easy as they can. By making a good adjustment to a new school we feel that your child will have better chance to improve his education.

As part of this orientation to the St. Cloud Schools, we are planning several things. We have contacted his teacher to help determine the best classes for him next year. We would also like to have an opportunity to talk to each of the parents of the students to discuss each child's educational program. In addition, we would also like to have the students come to the school for a period of time during the summer so they could become familiar with the school before opening day in the fall. These things will, hopefully, get them off to a head start when school begins in September.

We are certainly looking for ward to meeting with you and your child later this summer. You will be contacted before too long and be given more information. If you have any questions about this program you may contact your child's teacher, or feel free to call one of the Junior High School counselors.

Sincerely,

Signed by Counselors

PHASE II

The purpose of Phase II was to test and evaluate the level of basic education skills for rural students so they could be placed in the proper curriculum track, ie: remedial, regular, or enrichment. In addition to the test results, placement was based upon information received from rural teachers. This information was not requested during the planning grant. We feel the addition of this information strengthened this phase of the operational. A copy of the form used is shown in Figure I.

The primary purposes of the grouping are to provide classes that progress slowly enough and at a level so students can build their basic skills, and to be able to give students encouragement through success in the classroom. If remedial students had to compete in the same classes with regular or enriched students surely they would have a harder time getting passing grades.

As an indication of the success of the grouping based on the data received, Table I shows in item five, that in English, math, and science, less than two percent of the orientation students were failing subjects after nine weeks of school. Table I also shows in item six that 0 percent of the students in the planning grant failed subjects during their first year in city schools.

It can also be seen that a greater percentage of rural students were placed in remedial sections than students from city schools, and

FIGURE I
SOUTH JUNIOR HIGH SCHOOL
St. Cloud, Minnesota

Subject Achievement Survey

Please complete the form below for each of your students who will attend South Junior High School next year.

_____ _____ _____
(Last Name) (First Name) (Grade)

_____ _____
(School now attending) (Teacher)

Intelligence Test Scores: _____ _____ _____ _____ _____
(Date) (Score) (Score) (Score) (Score)

Mark achieved last year: English _____ Science _____ Math _____

Marks for first three marking periods this year:

	English	Science	Math
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

General Achievement (Check one for each subject area. Recommendation should be based on a comparison of student's work with that of all others in grade.)

Outstanding	_____	_____	_____
Good	_____	_____	_____
Average	_____	_____	_____
Poor	_____	_____	_____
Problem	_____	_____	_____

Attitude Toward School Work (Check one for each subject area._

Excellent	_____	_____	_____
Good	_____	_____	_____
Poor	_____	_____	_____

Teacher Recommendation (Check one for each subject area.)

Slow Class	_____	_____	_____
Average Class	_____	_____	_____
Fast Class	_____	_____	_____

Should this student be tested for: Special Ed. _____ Speech _____ Remedial Reading

Comments: _____

TABLE I

PLACEMENT OF STUDENTS IN REMEDIAL AND ENRICHMENT CLASSES BY PERCENTAGE

INCLUDING A COMPARISON BETWEEN THE PLANNING GRANT (P) AND THE OPERATIONAL YEAR (O)

	ENGLISH		MATH		SCIENCE*		READING**	
	P	O	P	O	P	O	P	O
1. Percentage of rural students in the orientation program placed in remedial sections	36%	19%	35%	36%	36%	40%	36%	14%
2. Percentage of urban students placed in remedial sections	20%	24%	25%	31%	18%	15%	13%	
3. Percentage of rural students in the orientation program placed in enrichment sections	1.3%	00%	.5%	.9%	00%	.9%		
4. Percentage of urban students placed in enrichment sections	4%	3.6%	22%	17.3%	22%	20.6%		
5. Percentage of rural students in the orientation program failing classes after nine weeks of school	1%	1.6%	1%	1.6%	2.5%	1.1%		
6. Percent of rural students in planning grant receiving final failing grades for the 1966-1967 school year	0%		0%		0%		0%	
7. Percent of rural students receiving final failure grades the year before the Orientation Planning Grant	3%		6%		.6%			

* 8th grade only

** Recommended (The reading program is in a period of change and re-evaluation. This accounts for the big difference in numbers

fewer rural students were placed in enriched sections. Table I also compares the planning grant placement with the placement during the first year of the operational grant.

In items six and seven of Table I a comparison was made between final grades of rural students who were in the Orientation program during the planning period, and the final grades of rural students for the previous year who were not involved in an orientation. None of the rural students who were in the orientation program failed subjects at the end of the 1966-67 school year. At the end of the previous year three percent of the rural non-orientation students failed English, while six tenths of one percent failed math and science and one percent failed social studies.

From the evidence at hand it would be difficult to conclude that the orientation program was responsible for learning more and consequently failing less. It could, however, mean that these students are communicating more closely with counselors and teachers, and adjustments are being made in the classrooms. This observation was reported in the Planning Grant Evaluation and seems to be substantiated by the drop in failures.

It is impossible at this point to determine the long run effect that this success in the classroom has on the school attitude of students and parents. It is felt by the school personnel in the St. Cloud Schools that the degree of success these new rural students have had in the

in the first few weeks of school will build encouragement and positive attitudes on the part of students and parents. This was one of the major purposes of the orientation program.

PHASE III

Phase III began in June after the close of the school year. It involved at least two personal contacts with the parents of the rural students.

The First Contact in the Home

The first contact was made in the home by the person who would be the child's counselor in the fall of the school year. This contact was a very important one since it was the first face to face meeting with the parent of the new child. During this meeting the discussion centered around the school curriculum, extracurricular activities, interpretation of the tests their child had taken, the courses their child would be enrolled in, school policies, and how to make contact with the school.

During Phase III, 248 homes were visited by two counselors in each of the public junior high schools. There were 270 children in these families who were transferring to city schools. Table II shows the number of families visited and the number of students served for each of the schools.

In making the appointment for the home visit, an attempt was made to see both parents. This was not always possible since these are

TABLE II

NUMBER OF FAMILIES VISITED AND STUDENTS

SERVED IN EACH OF THE TWO SCHOOLS

	North Junior High	South Junior High	TOTAL
Families Visited	141	107	248
Students Served	156	114	270

mostly farm families and there was usually field work to be done. However in 44% of the home visits both parents were in attendance.

A considerable amount of information about the school was left with the parents by the counselor. Appendix "A" shows an example of the information the counselors at North Junior High School left at the home for the family to read.

Following the home visit, the counselor wrote an evaluation of the conference and any information that may prove helpful later in the school year. This evaluation and information on the family has been placed in the students' cumulative folder for reference by the school faculty and administration. As has been stated earlier, very little personal and standardized information has been available on these transferring students. If the student has been having an academic or social problem with school the difficulty has been recorded and the teacher has been referred to that source of information. Teachers being aware of the problems of the students has served to prevent further difficulties for the student. This again was a major purpose of the orientation project; to prevent problems, rather than the previous method of giving remedial help after the student was in trouble.

A typical report and the form that was used is shown on the following page in Figure II, The name and phone number have been changed but the rest of the information is as it appeared on the actual report.

FIGURE II
Summer Orientation
St. Cloud Schools

Name Thomas Jones Address Rural Route

Phone 878-5860 School Last Year District 4176

Date of Visit 6/15/67 Grade 7

People Present: Father _____ Mother X Child X

1. Rapport - Excellent Good Average Poor Very Poor
2. Cooperation - Excellent Good Average Poor Very Poor
3. Attitude Toward School - Excellent Good Average Poor Very Poor
4. Parents Perception of Child - Excellent Good Average Poor Very Poor
5. Probable School Adjustment - Excellent Good Average Poor Very Poor
6. Remedial Reading _____
7. Grouping Gen. Program
8. Parent Visitation to School: interested _____

not interested X

actually attended _____

Comments:

Mrs. Jones is raising the family alone as the father is deceased. She has had other children at South so was quite familiar with the St. Cloud Schools.

Tom seems to be above average in ability. His older brother, Bruce, is an athlete at Tech. Tom is interested in athletics, too.

Mrs. Jones seems to do many things with her children---camping, etc. Good home situation in spite of deceased father.

The Second Contact at School

The second meeting with the parents was held at the school the child would attend in the fall of the year. This was an evening meeting and was held with groups of ten to fifteen parents from the same geographic area. Approximately ten evening meetings at each public school were held with different groups of parents.

The largest part of the evening was devoted to a tour of the school building. Parents had an opportunity to see where their children were to attend classes and what kind of facilities were available to them. There was an informal social period following the tour for getting acquainted and for questions and answers.

Of the 248 families who had children who were to attend the public schools, 60 of them were involved in the orientation program the previous year. Since they had attended the school tour they did not repeat this part of the orientation. Of the 188 remaining families, 86 of them, or 45 percent of them visited the school. This compares with 48 percent of the parents attending during the planning grant.

The method of inviting parents to the school visitation was different at North than it was at South. At North a schedule was set up for parent visits and this list was left at the home. If the parents were unable to attend one night they could come on another. By using this procedure 55 percent of the parents attended. At South Junior High, the parents

were called personally and invited to attend on a certain evening. If they were unable to attend that evening there was no make-up for those parents. Thirty-five percent of the parents at South attended the school visit. During the second year of the operational both schools will follow the method used at North Junior High, since this seems to be a more effective method of getting parents to the school.

PHASE IV

Phase IV was a week long orientation for the new students in the school they would attend in the fall term. Students were bussed to school on a half-day basis for five days. They were divided by grade and placed in groups of twelve to fifteen persons. Teachers from the schools supervised the groups and were responsible for a variety of activities. The activities and the schedule for the week are listed on the following page in Figure III.

Approximately a week and a half before the orientation week, each student was sent a letter reminding him of the program and giving general directions. During the home visits the parents and their children asked a lot of questions about transportation and other arrangements for orientation week. It is felt that this letter, which is shown on page 18 as Letter Number II answered many of their questions.

FIGURE III

SCHEDULE FOR ORIENTATION WEEK

MONDAY: 1:15 - 1:35 -- General introductions--division of students into groups for tour. Since we will be touring locker rooms, boys go with men teachers, etc.
1:35 - 2:55 -- Tour of building--and return to your classroom for handing out and reviewing student handbooks.
2:55 - 3:00 -- Break
3:00 - 3:15 -- Return to Little Theatre for general directions.
3:15 - 3:45 -- Recreation
3:45 - -- Return to bus

TUESDAY: 1:10 - 1:15 -- Little Theatre -- directions on what class to go to.
1:15 - 1:50 -- Groups 1, 2, 3 Study Unit (hand out Notebooks)
-- Groups 4, 5, 6 Library Unit (hand out Notebooks)
1:55 - 2:30 -- Groups 1, 2, 3 Library Unit
-- Groups 4, 5, 6 Study Unit
2:30 - 3:30 -- Recreation and Swimming
3:35 -- Return to Little Theatre

WEDNESDAY: 1:15 - 2:05 -- Groups 1, 2, 3 Library Unit (hand out folders)
-- Groups 4, 5, 6 Study Unit (hand out folders)
2:05 - 2:15 -- Break
2:15 - 3:05 -- Groups 1,2, 3 Study Unit
-- Groups 4, 5, 6 Library Unit
3:05 - 3:45 -- Recreation

THURSDAY: 1:10 - 1:20 -- Directions for Mock School Day
1:20 - 1:50 -- Mock School Day -- There will be a five period schedule.
1:50 - 1:55 -- Break
1:55 - 2:20 -- Groups 1, 2, 3 -- Meet for Group Guidance (In front of Office)
-- Groups 4, 5, 6 -- Review handbook -- practice opening locks.
2:20 - 2:45 -- Groups 1, 2, 3 -- Review handbook -- practice opening locks.
-- Groups 4, 5, 6 -- Meet for Group Guidance (In front of Office)
2:45 - 3:45 -- Refreshments in Court yard and recreation.

FRIDAY: 1:15 - 1:45 -- Groups 1, 2, 3 -- Review Study Unit
-- Groups 4, 5, 6 -- Review Library Unit
1:45 - 2:15 -- Groups 1, 2, 3 -- Review Library Unit
-- Groups 4, 5, 6 -- Review Study Unit
2:15 - 3:15 -- Recreation and Swimming
3:15 - 3:30 -- Fill out evaluation forms
3:30 - 3:45 -- Meet in Little Theatre

LETTER NUMBER II

Dear Student,

The Summer Orientation Program for students who will be new to South Junior High School will begin July 17 and will end July 21. The program will begin at 1:15 and end at 3:45.

Your bus schedule is included on a separate slip with this letter. Students going to summer school will not receive this slip since they are already at South and can bring their lunch from home and eat in room 129.

Buses will leave school shortly after 3:45 and should have all the students home within an hour. It is felt that this week of introduction to South Junior High School will be very beneficial in aiding you to get off to a good start in the fall. Hopefully you will be able to attend.

Sincerely,

Signed by the Counselors

It is difficult to evaluate how these activities helped the students to feel more at ease about transferring to a new school and how it helped them to improve their attitudes about education. Yet there are some observations about the enthusiasm over these activities and the evaluation forms they filled out which have helped to determine their value.

Some of the observations are listed below.

(1) The students were confused, quiet, and shy in the first general session on Monday. They didn't know students from other districts and didn't mix.

(2) There was a gradual easing of apprehension as the week progressed and as the students became familiar with the school, teachers, and other students.

(3) The students mixed very well with each other and the teachers during the recreation periods. There were very few wallflowers among the students, and those who were, participated when encouraged to do so.

(4) The student participation in the library and study units increased as the week progressed.

STUDENT ATTENDANCE

Attendance of the students during the orientation week can be seen in Table III on the following page. Of the 270 students served by the two junior high schools, only nine did not attend the orientation week. All of these students lived in an area which voted to consolidate with another district at the time of the orientation week. Not counting the nine students who did not transfer, the average daily attendance for the orientation week was 227, or 87 percent.

The parochial Cathedral High School in St. Cloud also had an Orientation Program during the Planning Grant, but did not participate during the first year of the Operational. The reasons being that the parochial school counselor had resigned his position and no new person had been hired. There was no other personnel available at that time to organize the program. All rural parochial students transferring to public schools were served in the project. Cathedral High School will participate again during the summer of 1968.

TABLE III

NUMBER OF STUDENTS IN ATTENDANCE

DURING ORIENTATION WEEK

	Total
Monday	246
Tuesday	245
Wednesday	202
Thursday	221
Friday	221
Average Daily Attendance	227

PHASE V - EVALUATION
Student Evaluation of Phase IV

On the last day of the orientation week, the students were asked to fill out an evaluation form expressing their feelings on the week of activities. This was called the "Pre" evaluation. After one and one-half months of school, the students were again asked to evaluate their experiences in Phase IV by filling out another evaluation form. This was called the "Post" evaluation. In both student evaluations, the students were not required to put their name on the form, and they were left unsupervised with ample time to complete the form.

The results of the student evaluations are shown in Table IV on the following page. Two hundred and twenty-one students filled out the pre-evaluation form, and 239 students filled out the post-evaluation. The difference in the numbers is due to student absences on the last day of the orientation week for the pre-evaluation, and during the regular school session for the post-evaluation. No attempt was made to keep track of the names of the students who didn't fill out the form.

It can be seen from Table IV that the overwhelming majority of students felt the week was of value to them. For example, more than 99% of the students felt it was of value to them in the pre-evaluation and more than 97% of the students in the post-evaluation felt is was of value to them. It should also be noted that the pattern for the pre- and post-evaluations was very much the same. The students felt pretty much the same about Phase IV after six weeks in school as they did at the end of the orientation week.

TABLE IV

STUDENT EVALUATION OF THE ORIENTATION PROGRAM
AT THE END OF THE ORIENTATION WEEK (PRE) AND
ONE AND ONE-HALF MONTHS AFTER THE BEGINNING OF SCHOOL (POST)

QUESTION	PRE		POST	
	YES	NO	YES	NO
1. This is the second year of having an orientation program. Do you think it is a good idea?	218	3	233	6
2. Did (Do) you feel any more at ease about coming to school this fall after having been here during the Orientation Program?	215	5	225	13
3. Do you think the Orientation Program was helpful to you?	219	2	228	6
4. Are you glad that you came to school for the orientation week?	314	5	231	8
5. Do you think the new students next year should have an orientation program like the one you have had?	214	6	233	4

(Continued on next page)

TABLE IV - Continued

	NUMBER OF TIMES ITEMS CHECKED	
	PRE	POST
6. If the orientation program has been helpful to you, check those items that have been the most help		
a. Knowing the library	142	107
b. Getting help with how to study	121	58
c. Getting familiar with the building	198	221
d. Meeting new teachers and students	189	182
7. Do you think we should leave something out next year? If yes -- what?		
a. Library unit	13	20
b. Study unit	21	47
c. Tour of building	6	8
d. Recreation	4	8
e. Meeting with counselors	6	7
8. Write here anything you have to say about Orientation week* (Number of students making comments)	186*	188*
9. If you feel the length of the orientation week should be changed please comment how long it should be?		

1 day	2 days	3 days	4 days
4	11	24	9

5 days	longer than 5 days
56	21

*These comments are summarized in Appendices B and C.

Also, an attempt was made to determine if five days were too long for the activities. It can be seen from question nine that most of the students felt that five days was the best length. Still, almost half of the students felt it was too long. We are in the process of re-evaluating this and feel that three or four days might be better for the following year.

In question six, the activities the students felt were of most value were getting familiar with the building and meeting new teachers and students. The activity indicated as being of the least value was the How to Study unit. One reason is that this unit is a lot of work for the students, and it wasn't particularly enjoyable. This is especially true when it had to compete with many of the recreational activities available. Still, these are necessary skills for all students and it is felt that the How to Study unit should be continued. The unit is currently being revised and should be more colorful to the students. The value of studying and practical techniques must be communicated to these students when they enter school. Many of them are low achievers and desperately need this help.

In item eight, the students were asked to make any comments they wanted to regarding the orientation week. Appendix B shows the favorable and unfavorable comments to question eight from South Junior High School for the pre-evaluation, and Appendix C shows the favorable and unfavorable comments from North Junior High School for the post evaluation. The length of the comments prohibited

using all of them. All comments are typed in the same way they were written by the students including the misspelling of words and grammatical errors.

Parents' Evaluation

Following Phase IV and after the parents had visited the school their child would attend in the fall term, evaluation forms were mailed to all of the parents who had children transferring to city schools. The letter which was enclosed with the evaluation form is shown as Letter III on the following page. The results of the parents evaluation are shown in Tables V and VI on pages 27 and 28.

There were two parts to the parent's evaluation. Table V was an over-all evaluation of the Orientation Program. It was sent to all of the 248 families who were visited by the counselors. One hundred and sixty-five of the 248, or 67 percent, returned the questionnaire. Of the 165, 164 felt the program should be continued. It can also be seen by Table VII that the parents were overwhelmingly pleased with all aspects of the summer program. The results were actually more favorable than the previous year.

Table VI represents the feelings of the parents who visited the school. All of these parents felt the school tour helped them to have a better understanding of the school and felt it was worthwhile. In item three, 69 of the 86 parents responding felt they would not change anything in the school tour. Again, the parents indicated that they overwhelmingly approve of the way the school communicated with them and their children. The first impression of the school is very important.

LETTER NUMBER III

Sent to Parents with the Parent Evaluation Form

August 3, 1967

Dear Parents,

The Summer Orientation Program for new students is now completed. This was the second year that such a program has been undertaken in the St. Cloud Schools. Naturally, we are curious about the feelings of those people who have been involved in this program. We would like to know if it has been valuable and helpful to you and your son or daughter. One way for us to know if it has been successful is to have you evaluate it.

It would be appreciated very much if you would fill out the enclosed form and mail it back to us in the stamped envelope provided. Since we have a limited amount of time for this evaluation, a prompt reply will be appreciated. We are hopeful that everyone will return the questionnaire. Please do not sign your name to the questionnaire.

We would like to thank you and your son or daughter for all of the cooperation given to us during our contacts with you this summer. We have enjoyed meeting you. If we can be of any help to you during the school year, please do not hesitate to let us know.

Very sincerely,

Counselor

TABLE V

PARENT'S EVALUATION OF

SUMMER ORIENTATION PROGRAM

QUESTION	YES	NO
1. This is the second year of having an orientation program. Do you think it is a good idea?	165	0
2. Do you feel you know any more about your child's school program for next year because of this program?	163	2
3. Do you feel that it will be easier to make contact with the school because of this program?	163	1
4. In your opinion should this program be continued next year?	164	0

	NUMBER INDICATING
*5. Please write here anything you have to say about this orientation program.	80

6. Is there a part of the program you feel did not to smoothly? Please indicate below.

a. The home visits	0
b. School orientation week for the students	0
c. Bus transportation	9
d. Anything else you feel did not go smoothly	0
e. Everything went smoothly	145

* These comments are shown in their entirety in Appendix D.

TABLE VI

PARENT'S EVALUATION OF
THE SCHOOL VISITATION

QUESTION	YES	NO
1. Do you feel going through the school has given you a better understanding of the school?	86	0
2. Do you feel it was worthwhile for you to visit the school?	86	0

	NUMBER INDICATING
3. Would you change anything in the tour?	
a. Make it longer	2
b. Make it shorter	2
c. Have it earlier in the summer	2
d. See more rooms	1
e. Anything else you would change	1
f. Wouldn't change anything	69
*4. Please write here anything you have to say about your school visit.	51

* These comments are shown in their entirety in Appendix D.

Written Remarks From Parents

The parents were asked to write anything they would have to say about the Orientation Program or the school visit. The favorable and unfavorable comments by the parents are shown in total in Appendix D of this report.

During the period of time the second year was in operation, several contacts were made with the parents. While the two primary ones were face-to-face meetings in the home and in the school, the parents had other opportunities to get to know the school counselors. It is felt that the number of contacts the counselors had with the parents was important since when a child is having difficulty in school, the counselor is oftentimes used as a liaison with teachers, students, and parents. It was important, then, to make the counselor known to the parents through several different contacts. Table VII shows the number and type of communication the counselors had with the parents of transferring students.

A follow-up letter was sent to parents which was not sent after the planning grant was completed. The purpose of this letter was to keep some contact with all parents, and to encourage them to call the school if they needed help. A copy of the letter is shown on page 31 as Letter Number IV.

TABLE VII

Type of Contact	Number of Contacts
Telephone	3
Letter	4
Personal	2*
	TOTAL 9

* 100% of the parents had one personal face-to-face meeting with a school counselor, and 37% had a second meeting with a school counselor.

LETTER NUMBER IV

Dear Parents:

It has been three months since the end of the Summer Orientation Program, and we find ourselves into the third month of the school year. We have been in personal contact with most of the students who were in the orientation program, and it is our impression that generally, school is progressing quite well for them.

We do know, however, that school does not always go smoothly for all the children. There may be some times when you, as parents, are more aware of difficulties your child is having than we are at school. If this would occur, please feel free to call the school. We would be very happy to spend some time with you over the phone, or personally, to discuss your child's school progress. Teachers are also available for a conference.

You may want to know again who your child's Counselor is. If your last name begins with A through J, Mr. Olson is your child's Counselor. Students whose last name begins with K through R will have Mr. Kreul as Counselor; and students whose last name begins with S through Z will have Miss Hanson as Counselor.

It has been a pleasure to have had contact with you in the past, and we are looking forward to serving you in any way that we can.

Very sincerely yours,

Miss Lyn Hanson, Counselor

Robert R. Olson, Counselor

William R. Kreul, Counselor

It is felt that knowing the parents and the students through these contacts before school starts has helped in preventing problems and has established a very healthy base for further communication with rural families. It has been observed that more new rural students have come in on their own to see their counselor than they did before the summer programs. They are familiar with the way a counselor might help them and have sought this help before a problem became serious.

These students have never had school counselors before and in the past have been more reluctant than city school students to seek help. This again was a major purpose of the planning and operational grants: to catch problems before they are serious rather than waiting until remedial measures are necessary.

Personnel Involved in the Orientation Program

Table VIII shows the total number of paid personnel who were involved in this operational grant. There was one teacher for each fifteen students during the orientation week. It is felt that this ratio should be reduced to approximately one teacher for each ten students. In that way the students will be able to get even more individual attention from the teachers.

TABLE VIII

PAID PERSONNEL OF THE SUMMER

ORIENTATION PROJECT

	Counselors	Teachers	Clerical	Librarians
South Junior High	2	7	1	1
North Junior High	2	6	1	1
TOTALS	4	13	2	2

Observation of Problems

As the summer program progressed, the counselors at South Junior High recorded some of the more significant home situations with the thought of recording later in the school year how the children got along. The following are accounts of the counselors observations during the summer of 1967. The other comments were written by the counselor in April, of 1968, after seven months of school.

Counselor Name Date 6/29/67

Student Laure Jones Grade 9 Public _____ Parochial X

Laure was scheduled into Algebra instead of general math. There was a very limited amount of information about Laure. After discussing her background with the family it was apparent that Laure has had some difficulty with math. She has been transferred to general math. I feel this is going to prevent an academic problem. She would have a very hard time with Algebra. Also, the Jones's have had several children (5) go through the secondary schools of St. Cloud. They have never been to South Junior High School in spite of this. Laure is their youngest child. They are cooperative and interested parents but have never felt a part of this community even though they live only 6 miles from the city limits. They are enthusiastic about a visit to the school.

Note: Laure is getting along very well in all aspects of school, including math.

Counselor Name Date 6/26/67

Student Lois Jones Mike Jones Grade 7 Public X Parochial _____

These two 7th graders have asthma. Mike's is not as serious as Lois's. This information was received from the parents during a home call and was placed with the health records. There was no previous record of this health problem on the records of these students.

Note: In January, the girl mentioned above had a severe asthma attack in school. Because the teacher knew of the difficulty she was immediately taken to the office where her parents were called and medical assistance given.

Counselor Name Date 7/7/67

Student Jim Jones Grade 9 Public _____ Parochial X

The Jones's made several very interesting comments during visitation. Both parents were most receptive and cooperative.

One very favorable comment was concerning the parent visitation evening. They had relations who had visited North and told the Jones's to be sure not to miss the parent visitation evening. They asked me about this during visitation.

Mr. & Mrs. Jones have called me (counselor) on several occasions this year. Usually it is concerning a question about a school function or Jim's progress. The Jones's were very favorable to our summer orientation program, parent visitation, and home visitation. Jim is doing fine work.

Counselor Name Date 6/10/67

Student Virginia Jones Grade 7 Public _____ Parochial X

Mrs. Jones is very tearful when discussing her children. It seems by testing Virginia and giving individual attention in this case has really changed the parent's feeling toward the school. Virginia qualified for Special Education.

Note: Virginia has adjusted very well this year. The summer orientation program was invaluable to Virginia's adjustment and she seems happy with school. She is in Special Education only part of the time. Virginia is being tutored in reading one hour each day. She also receives speech therapy.

Counselor Name Date 6/13/67

Student Kathy Jones Grade 7 Public _____ Parochial X

After visiting the mother and Kathy, I have completely different view of the home situation. We received a poor record on Kathy from parochial school. Mrs. Jones did not like the parochial school and felt her children were treated unfairly. Kathy was tested and qualified for the Special Education program. Kathy is seeking much attention.

Note: Moved to another district and the information was transferred to the new district.

Counselor Name Date 6/26/67

Student Ken Jones Grade 7 Public X Parochial ____

There was an indication of some kind of difficulty in the Jones home. Through a visit with Mr. Jones I found out that Mrs. Jones had had a brain hemorrhage and stroke. He had just been laid-off his job. If Ken has trouble adjusting to school or doesn't do his scholastic work this may be one reason. Note has been made of this problem and a record of it placed in his folder. Each of his teachers will be referred to this information in the fall of the year.

Note: This mother has called the school more than a dozen times this year. The boy has been seen regularly by his counselor and is getting along okey.

Counselor Name Date 6/23/67

Student Abner Jones Grade 7 Public X Parochial ____

Abner was scheduled for Remedial Reading after visiting the home and finding that he is very non-assertive, withdrawn and unable to express himself. I felt he should be in remedial English and math. The change will be made. The records from the teacher including report card indicated regular classes. He needs remedial. He referred to 8:15 as a quarter to eight-thirty. He is taking remedial reading in South Haven.

Note: Even though this adjustment was made, the above mentioned boy still had difficulty with math. Amother adjustment was made and he was given a math tutor. He is now progressing normally under the tutoring.

Counselor Name Date 6/16/67

Student Mike Jones Grade 7 Public X Parochial ____

The barn had been blown down -- one end of it -- and never been repaired. In the kitchen there was a pipe coming out of the floor with an outside faucet on it. No sink. Very deprived academically. Other children at School.

Note; This boy has been seen several times by his counselor and is getting along well.

Counselor Name Date 6/16/67

Student Jennifer Jones Grade 7 Public X Parochial ____

I had been making visits to Clear Lake and had been unable to get ahold of the Jones. Mrs. Jones heard of the program from a neighbor and called me at home to arrange an appointment.

Note: This family has attended all PTA meetings to this date and is one of the schools strongest backers.

Counselor Name Date 6/23/67

Student James Jones Grade 7 Public X Parochial ____

Jim has academic trouble with school. His mother made the comment "of course the students in the rural schools don't learn as much as the city schools, and Jim is behind -- he will have trouble with school." The problem here is that the mother re-enforces Jim's problems and creates an atmosphere that is difficult for Jim to overcome. The mother seemed unconcerned about his low level of educational preparedness.

Note: The boy was referred for psychological testing so a special program would be made up for him when school started.

Counselor Name Date 7/3/67

Student Vernon Jones Grade 9 Public ____ Parochial X

Vern lives on the edge of Luxemburg. This is a situation with no indoor plumbing. Very poor socio-economic conditions. Surprisingly, parents came in for visitation.

Note; Vern was categorized as a school discipline problem according to his records from previous years. Vern has not been in one behavior indicent this year. He has been placed in tutoring for reading one period each day. Also, he was scheduled carefully at the beginning of the school year. He is participating in the after school program. Adjusting well.

Counselor Name Date 6/13/67

Student Henry Jones Grade 9 Public _____ Parochial X

This is a case where the boy's personal appearance is a problem. Henry appears retarded but is not. He was tested and did not qualify for Special Education. The parents are rather strange. Mr. Jones is elderly and retired. Henry will probably have considerable adjustment difficulties. The orientation program was extremely helpful in this case.

Note: This boy has done amazingly well so far this year. Because we contacted him early last summer we were able to program him more accurately. He was placed in one hour tutoring each day for reading. Arrangements were made for the activity program. He was referred to Project Share and has been very active in this project.

Henry appears to be adjusting well and has been accepted somewhat more favorably by the peer group.

In addition to the recorded information which is available, the counselor who made the home visit has a first hand knowledge of the family situation. When a problem arises with one of these children it can usually be handled more effectively because of the knowledge and rapport gained with the parents and children. These parents have had a continued contact with the school and do not hesitate to discuss their problems.

Accomplishments of the Summer Orientation Program

Many of the accomplishments of this orientation program can be substantiated by the student and parent evaluations. Some of them can only be observed by school personnel who have close contact with students and their parents. Listed below are the major contributions of this program as gleaned from the evaluation forms and as observed through daily contacts with parents and students who were part of this project.

1. Early identification of students who need special educational help such as speech therapy, placement in a Special Education class for the retarded, referrals to school psychologist, and tutoring in reading and math.

2. Development of a better understanding of the rural education and social problems for teachers, counselors, and administrators. This knowledge is helping all of these school personnel in dealing with rural youth and their families.

3. Early identification of academic deficiencies of students so as to place them in the curriculum most suited to their needs.

4. Parents and children received knowledge of city schools that they otherwise would never have received.

5. Students had an opportunity to know the teachers, counselors,

and school building before school started. They were able to meet new friends and were able to feel more comfortable when school started.

6. Students were able to increase skills that would help them academically through the library and study units.

7. Parents are better able to discuss school with their children since they have some common knowledge about the city schools.

8. Parents have made more school contacts regarding their children through phone calls and personal conferences.

9. Students have been going to see their counselor on their own more than in the past. The academic and social problems of rural students have been identified sooner and more help has been provided.

10. Students have made a better social and academic adjustment to school. More of them are participating in extracurricular activities.

11. Parents have been better able to understand their child's educational progress and potential through discussions with the counselors, and through intrepretation of standardized test results.

12. There has been greater efficiency at school for the teachers. There is less of a need to "take the students by the hand" during the first few weeks of schcol. This has also increased the students' confidence.

13. The rural homes and the city schools have been brought closer together.

14. There has been an early identification of physical ailments, such as sight, hearing, and rheumatic heart trouble.

15. There has been more participation of rural parents in school activities. As an example, the President and Secretary of the North Junior High School PTA are rural parents.

APPENDIX A
NORTH JUNIOR HIGH SCHOOL
St. Cloud, Minnesota

SCHOOL INFORMATION

Dear Parents:

It is our hope that the information on this sheet will be helpful to you in future contacts with the school. Please refer to it and feel free to call the school by telephone or in person when ever you feel it is important to do so. An appointment with the principal, counselors, or teachers can be made at any time during the day and after school.

School Phone Number	251-6400
Principal	Mr. Jerry Larson
Assistant Principal	Mr. Edward Leuthner
Counselors	Mr. Roger Haire
	Mr. Ron Deutz
	Mrs. Betsy Nentl
Home-School Counselor	Mr. Clifford Neste
Office Hours	7:45 AM - 5:00 PM

Calendar of Events for the School Year

Summer Orientation Program	July 17-21, Afternoon
Classes Begin	Tuesday, September 5, 1967
M.E.A. - School Closed	Thurs. & Fri., Oct. 19-20
End of the First Marking Period	Friday, November 10, 1967
Report Cards to Students (Approx. Date)	Friday, November 17, 1967
Thanksgiving Recess Begins	Wed., November 22, 1967
School Re-opens	Monday, November 27, 1967
Christmas Vacation Begins - Noon	Friday, December 22, 1967
School Re-opens	Monday, January 8, 1968
End of Second Marking Period	Friday, January 26, 1968
Report Cards to Students (Approx. Date)	Friday, February 2, 1968
Lincoln's Birthday - School Closed	Monday, February 12, 1968
End of Third Marking Period	Friday, March 29, 1968
Report Cards to Students (Approx. Date)	Friday, April 5, 1968
Easter Vacation Begins	Wednesday, April 10, 1968
School Re-opens	Tuesday, April 16, 1968
Memorial Day - Legal Holiday	Thursday, May 30, 1968
School Closes	Friday, May 31, 1968

Class Time Schedule

Each student attends school for seven periods per day, including the forty minute home base - activity period. All students will be assigned to periods 1,2,3,8, and 9. In addition they will be assigned two of the four periods, 4,5,6, or 7, depending on their lunch period.

Daily schedule of classes is as follows:

Period	Time	Special Period Description
1	8:25 - 9:05	Activity Period - All Students
2	9:08 - 10:03	
3	10:06 - 11:01	
		11:01 - 11:31 (Lunch Group "A")
4	11:04 - 11:59	
		11:59 - 12:29 (Lunch Group "B")
5	11:31 - 12:26	
6	12:02 - 12:57	
		12: - 1:27 (Lunch Group "C")
7	12:29 - 1:24	
8	1:27 - 2:22	
9	2:25 - 3:20	

Home Base - Activity Period

A forty-minute period is provided each day so that students may participate in music, speech, or intramural athletic activities. Students not participating in an activity on any particular day will use the time as a home base study period.

Activities

Student activities are conducted either during home base - activity period, lunch period, or after regular school hours.

1. Athletics - Junior high school boys may participate in any phase of the athletic program in which they show particular skill or desire. Practice is scheduled for after-school hours. The program includes: Football, basketball, track, golf, cross country, swimming, gymnastics, wrestling, and tennis.

Curriculum

Grade 7

English
Social Studies
Mathematics
Science & Health
Industrial Arts, Home Economics / Art
Music / Speech - Physical Education
Home Base

Grade 8

English
Social Studies
Mathematics
Science & Health
Industrial Arts, Home Economics / Art
Music / Speech - Physical Education
Home Base

Grade 9

English
Social Studies
General Math
General Science
Study Hall
Physical Education

Social Studies / Agr.
Algebra
Biology
Vocal Music

Band Orchestra Vocal Music

Electives

French - Spanish - German
Art
Home Economics
Industrial Arts
- General Shop (if not 7 & 8 shop)
- Electronics and Mechanical Drawing
- Metal & Mechanical Drawing
- Woodworking & Mechanical Drawing
- Plastics and Graphic Arts

Grading

Marks are assigned and a report made at the end of each of the four marking periods; the first period has ten weeks, the other three have nine weeks.

The five letter system - "A,B,C,D, and F", is used, and, in general, the following meaning are attached:

A	Superior
B	Above Average
C	Average
D	Below Average
F	Failing Work

Instruction Period

Classes are 55 minutes in length with a three minute "passing time" between each. An exception to this is the home base - activity period which is 40 minutes in length.

2. Girls Recreation Association: Approximately 70 percent of the girls in school are members of the North GRA. Regularly scheduled activities are held in: Recreational swimming and GRA variety activities.

3. Girls Intramural Activities: Drill Team, synchronized swimming, Tumbling Team, Cheerleading, and tournament playing in volleyball, table tennis, and badminton.

4. Boys Intramural Activities: Physical Fitness Club (7-8), Physical Fitness Club (9), recreational swimming, and tournament playing in volleyball, basketball, and table tennis.

5. Activities for Boys and Girls:

- Art Club
- Camera Club
- Chess Club
- Industrial Arts Club - Boys
- Industrial Arts Club - Girls
- Instrumental Music
  - Band
  - Ensemble
  - Orchestra
- Science Club
- Speech Activities
  - Speech Festival
  - Drama (Plays)
  - Variety Programs
- School Paper
- Student Council
- Service Order
- Vocal Music
  - Mixed Chorus - 9
  - Mixed Chorus - 8
  - Mixed Chorus - 7
  - Special Groups

6. Social Activities: Class Party and Sunlight Mixers

Bulletin

A student bulletin is issued each week. This bulletin lists the activities for the week and is posted in each home base room and on the cafeteria bulletin board.

Cafeteria

Noon lunches are available to all students at a cost of 30 cents per student. Milk is two cents per bottle for those who wish extra milk or for those who carry bag lunches. There are three lunch periods daily in order to accommodate the students in the cafeteria. Lunch periods are thirty minutes in lenght and are closed, that is, students are not permitted to leave the school ground without special permission.

Guidance - Counseling

Guidance and counseling services are provided to help the students with educational, vocational, and personal problems. These services are under the direction of a guidance - counseling coordinator at North Junior High School. Working with him are two teacher-counselors who are assigned counseling time each day. A home-school counselor is available for home visits throughout the school year.

Insurance

The Board of Education makes available a group insurance program for students, This is on a voluntary basis, with rates and procedures announced at the beginning of each year.

All secondary students are enrolled in the Minnesota State High School League Group Accident Benefit Plan. This plan provides financial assistance to aid parents in meeting the cost of medical and dental service rendered as a result of accidental injuries incurred in supervised school activities. (Interscholastic athletic games or practice excepted). This plan is not insurance and should not be so construed through the Student Activity Fee.

Citizenship and Respect for Property

Parents, as taxpayers, provide students with books plus a building and facilities in which to have school. That each student help protect their investment to the utmost of his ability is only common sense.

Books . . . . . .

Most books are furnished without direct cost to the student. A student who intentionally drops, throws, or otherwise misuses books must pay damages for these actions.

A student who loses a book must pay for a second book in the office. However, if the book is found and is in good condition, money will be refunded. If, on the other hand, the book is damaged when found or returned, the estimated cost of the damage will be withheld.

Service Fee

Each student pays a service fee of $3.50 per year. The fee is to cover cost of special auditorium programs, lock rental, school paper, insurance benefit plan, and clean towel service.

Physical Education

Each student is provided with a locker and padlock to use for physical education.

Each student must have a pair of tennis shoes, white sweat socks, and a gym suit. The required uniform for boys is a regular white T-shirt and white trunks. The required suit for girls is blue. These may be purchased at local department stores.

Report Card

Report cards are given to the student at school but need not be signed and returned to school.

The home is often contacted by phone or mail if a student is failing, near failing, or has a problem.

It is hoped that parents will contact the school if problems exist or questions arise.

Physical Examination

Physical examinations are required for all children entering junior high school. Physical examination forms are available in the school office.

Report Card

It is requested that each student give last years report card to North Junior High School so grades can be recorded on our permanent records. Report cards will be returned to the student after school starts.

Birth Certificate

It is required that each student provide the school with a birth certificate. These can be obtained from the courthouse of the county in which the child was born. The birth certificate will be returned after school begins.

Parent's Night

To better acquaint parents with the school, informal "Parent's Night" will be scheduled at North Junior High during the summer.

School Nurse

A school nurse is at North about half of each school day to assist any students that may be ill or that have returned to school following an illness. A close liaison is maintained between the home and school in all health matters.

Remedial Reading

A remedial reading teacher works full time with students who have special or acute reading problems. This help is given on an individual or small group basis.

Speech Therapy

A speech therapist is at North one day a week to work with students needing speech correction. The therapist does the initial screening work and gives actual therapy as needed.

APPENDIX B

RESPONSES TO QUESTION 8 - South
Pre-Evaluation

Question 8 - Write here anything you have to say about this past week.

I think that you should let the children who want to come if they want to see what the school looks like. But if the dont want to come because the think that they know what they need to know.

It help me learn were to go. It help me now the building.

I think this past week has been a good experience because I know my way around the school better.

It was alot of fun.

It's very good and I think they should have every year, so students get to know the school and the teachers

swimming

It was a blast the 2 days I could come

I liked visiting the building, I had fun swimming. I had fun playing ball. I had fun all this week.

I thought it was very helpful.

I liked it vary musk

The past week has been a big help to me. It has given me time beforehand to know the school building.

The recreation didn't make it seem like school.

*It has been a very happy & enjoyable week here at South. The most fun was the recreation & swimming. I think I will like it very much here at South.

It was much fun and very helpful.

It think this week has helped me a great deal in helping me to get acquainted and organized with this building.

*it was exciting to be here and know it will help me during the school year

*1st, it was fun. 2nd it was a great expereance and 3rd it will be very helpful next year when I attend school.

I have had fun coming to school on the bus this week

I enjoyed every thing we did and saw. And I like South Junior High,

*I enjoyed this week very much and I feel that I will like school next year very much because of it.

We got out of a lot of work at home; that was good. It makes a person, feel more sure of theirselves next year.

Hi have nothing to say.

I think everybody had fun this past week. I wish it would last one more week.

I liked it very much and meeting new teacher and seeing the building was alot of fun for me any way.

It was very much fun

I learned more things.

*I had a lot of fun this week. Getting to know new students and teachers. I was scared that I wouldn't find my way around when I came in the fall but now it's no problem.

I had a lot of fun in gym.

It was fun. It is nice and Big.

They were fun and helpful to me.

It was fun swimming and in the rec. area playing volleyball

*I think this is a great school for many reasons. This orentation program was good for you to get a chance to get to know the school and teachers.

I met new kids also.

I liked it a little bit

It was a lot of fun to meet new students and to see and use some of the things you have here like the library and recreation equipment.

what it had help me get accurid with south

This past week has been very enjoyable. Because of the recreation it wasn't boring. I've become acquainted with the classrooms & some of the functions of the school.

O.K.

recreation would be more fun if There would be more time for it.

It has been very helpful to me in every way and will feel more sure of my self in the building.

I think that their should be a section for the pupils to look around on their own. There could be places that they are not exactly familiar with and would like to know where they are.

I enjoyed learning about the library I know a little more about the building.

I had a good time.

The past week has been vary much fun.

I liked the recreation and meeting new kids.

It was too Hot!

It was fun, and now I feel like coming next year.

I think that this last week has been helpful to me and I think I will like going to this school. This past week has been great fun

I enjoyed all the things yow taught us. It will all be very helpful to us in the fall.

It helded me to no, were the room's are.

It was fun. But I have a little trouble with the lockers.

Well it was fun here. I hope that the people will have fun next year will have as much fun as I had.

*I enjoyed meeting the new teachers and students. Now I feel I won't have any trouble finding classes this fall.

Recreation was fun. The rest was helpful

It was an experience like I never had.

I have enjoyed it and I also though its was very helpful

It was good becase I met the teachers and I know the school better.

I think it was a good idea, and a lot of fun.

I enjoyed meeting the teacher and I don't thing I well get lose.

I enjoyed meeting the teachers & the students.

it was fun when I was here

I think it was a big success for me. I me alot of kids so I'll look forward to seeing them next Sept.

(other kids)

This past week Ive gottin to know students & the building very well. -- I'm glad I came--I wish the girls could bring pukses to school though

I think it was a learning thing and a friendship thing. I mean you can take it two ways, and I think it was wonderful.

It was fun and helpful. I wish it was longer.

I have met differnt people and made some new friends in just a few days so that when school start it won't be to so hard to get aquainted with the school & get to know the different people here

A real good week

*I enjoyed it thoroughly expecially the swimming. I think it was a good idea to have this program in order to get acquainted with teachers, counselors, and most important other students and friends. Thank-you for the opportunity

Get ~~out of~~ working at home and haveing the oppertuale of coming and asspeale the bus ride by coming and going

I enjoyed meeting some of the teachers. And some students. I enjoyed the recreation time.

Well it was fun and I made a lot of new friends here. And I wish could have another week of it. I got to know most of the rooms were, too.

*I liked this pass week because I know more about South.

I thought this Orientation Program was very helpful in getting me acquainted with South.

*It has been much fun but the most important is that we have met the teachers and learned our way around the school.

It was fun.

*I think that this weak of orientation was a lot of fun but yet I got a lot out of it. I was a complete stranger to the building, but now I think I could get almost anywhere.

I think you should explane things (A B above) in a more mature manner

UNFAVORABLE COMMENTS

The study unit I think was rather foolish because if you don't know how to study by now you never will. Also I think 3 days would be enough time for the program because towards the end it got boring.

You shouldn't have recreation for an hour, a little shorter time. Bigger or more buses because they are too crowded

* These comments seem to fulfill the expressed purpose of the project.

APPENDIX C

Post Evaluation Comments of Students from North Junior High School

SUMMER ORIENTATION QUESTIONNAIRE
1967

Question 10 - Write here anything you have to say about the orientation week.

They should have 1 full day of plain recreation before the tour or anything else then the kids will like to come back.

I hope you have the orientation every summer so every 7th grader knows something about the school.

I think it was a help to now North Junior High School.

*Its was a great help for comming to school in the fall because I wasn't as worried or curious about everything.

I think it was a very helpful week!

Very helpful!

I feel it helped not only me but all of my friends that went to orientation program with me.

I think that you should keep this up because from all my friends they say it was a good thing to do, so I think you should keep this up and it helped me a lot. I like it very much.

*Because it helped me to get use to the school and know some of the teachers and kids.

I thought it was a good cause but you should show them more of the shop area.

Helped in knowing the building.

It got me used to the school.

I thought it was a lot of fun.

I thought it was really good because I was worried about things and all I had to do was ask the teachers.

It was worthwhile.

I think it helped me somewhat.

It was really good

It showed me the school and teachers and facilities.

I think it was fun and I had a good time durning orientation.

Orientention weak is fun and it help me learn the building better.

I enjoyed it very much and found it a great help.

I think its a nice thing and I think you should keep on doing it.

It was very helpful to me on the first day of school. I got to know the building a lot better.

It was very good and I got to learn where rooms were.

It was a lot of fun.

*After orientation it was easier to find my way around the school. I met some of the teachers.

*I think this week helped me in finding my way around the building and to get to know more teachers and a few more students.

I think they should get the gim and pool more often, because that were you get to know the people better.

I especially liked the recreation and tour of school and want those kids next year to have this advantage befor going to North just as we did.

The kids would like to have more recreation I think.

It is really good for children starting a large school system.

I think it helped us a lot.

I think that orientation week was helpful to many students as it was to me.

*All I have to say is that it made me feel more at home in the building. Thank you for the program of orientation.

It was OK.

I liked it.

It was a helpful week and I hope you will have it this year.

I think it is a help to all of the new students at North.

Nothing

*It gave us a chance to know our school and know our counselors.

It was itresting and fun.

*It sure gave ma a lot of confidence in myself about this school.

I think it was something diffrent. I enjoyed it very much in the libreary it wasn't explained to well, because I still don't know much about it.

I'm glad you had it. It helped me very much.

It was very interesting.

It was a lot of fun and I enjoyed it.

It was fun.

It was good and fun.

I think it was a very good idea like the library unit was very good and to get to know the building was very good also.

I think the orientation program is good. Because we get to know the teachers building and other children. I think you should keep it up.

It helped me to know the building better. I think it was very helpful to me. It helped me to know my counselors, know more about the library and how to study than when I came here.

I think it was a very good idea. It helps us kids a lot.

It was fun and interesting and you learned a lot.

I think it has proven itself very helpful to all those that attended it. I think it would be better to have it a litter later in the summer, like in the second week of August or so.

I think it was a great help to me.

It's very useful and helpful, I think it should continue.

I think you should keep this on for next year because its very helpful to some students.

I feel that it helped me a lot to know my way around. To help me know my way around.

I felt that it helped me to meet the teachers and have a tour of North.

I think it was very helpful and was a lot of fun.

It is a very good thing to have.

I enjoyed seem the school and the teachers.

I think it was helpful to everyone who attended this Program, and I would advice you to have it next year.

*I thought that it was a great help to all of us who came because before that week I did not know one thing about this school if it wasn't for the orientation program most of us would have been lost in this school for a while. It helped us to meet some of the teachers and to know them better it helped us meet some of our fellow students and to make friends before the school year began.

Its very helpful to me. Getting help with study help me a lot.

I think they should have a better tour of the school so one dosn't wonder what are the rooms like that you don't have.

*I think it was good because I became familiar with the building and met a lot of kids and on the first day of school I wasn't wandering around without anybody.

*I think it would ease a lot more people if you keep the orientation week, because before this week I was worried about fining my rooms and where everything is.

Helpful, fun, interesting.

Orientation week has been very helpful to me, I have been able to find my way around a lot easier. The library unit has helped me to find a book I want.

I think it was good because you get to know the general area in which the rooms are. And where the schools at.

*I thought it helped me in a pretty much stuff except for library - help with study - metting counselors.

I think it is a good idea, but you should have more recration.

Well it was very help full to me. It let me no the school alot better, and I wasn't scared to go in it at all.

Well I wasn't fremela with the school until I had come to the orientation.

You should lengthen the study of the library and how to find books, etc.

I thought it was a good idea to make the kids more acquaited with the school and its teachers.

*I think its a wonderful opportunity then it saves time the first week of school so students can get right down to bussiness.

I think its a good idea and should keep going.

It helped me to know the school better.

t was fun and enjoying.

It was fun and helpful.

I am glad I came and I hope many of those coming next year will come for the orientation It is helpful and fun.

I think it was a very good idea and helpful.

I think orientation is an excellant idea.

I hope you will have it for the students next year. I think it would help them more on what North is like.

Is ben nice knowing the school and getting us of the teachers and studes.

It helped us to find the way around the school.

I thinch it was a good program.

I think it was a good thing to do because it helps you no were to go.

It was helpful.

I think that it was fun and every one should have an orientation week when they come to North.

I liked it and it helped me to know the school and to know the teachers that were there that week and know how to use the library better.

I thought it was very helpfull and interesting.

It was helpful.

I think if we didn't have orientation I would have been left. I wouldn't know where to go.

I think that we should leave the library unit out because the libraian is not glad to see us use the library but is mad at anyone who does. I don't say this because I go clobred but that you can't do anything with out her siting right over you looking throug you.

That I enjoyed it very much.

I think it was very much help to me and others to know were the rooms are. Also got to meet new friends and teachers.

It helps students get to know the sc ool better and find out where the rooms are.

It is very helpful to the students to get to know the building and the teachers.

It was a good idea and you should have it every year.

I thought it was good because before I went to it I was afraid of not finding my room I was assured after it.

UNFAVORABLE COMMENTS:

I think the orientation program next year should be a little less boring, I'm not saying it didn't help me but it was boring we did almost the same thing every day.

It was to long because every day they went to see a different part of the school or something like that and it got kind of boring.

* These comments seem to fulfill the expressed purpose of the project.

APPENDIX D

COMMENTS FROM PARENTS

Question 6 - Please write here anything you have to say about this orientation program.

*I feel this is a good program because I think that the student returning in Sept. is not quite so ill at ease or nervous as he would be entering that enormous building for the 1st day of school. I'm sure he feels more a part of it and not a complete stranger.

Every-thing when fine

Very interesting and informative

I thought it was very nice and I appreciated it

We thought it was just fine.

Very pleased.

Please continue it.

*We feel the student benefits greatly by this program. He not only acquaints himself with the routine, locations, fellow students, but also what is expected of him. The first day of school must make him feel more at ease, because of this orientation program, everything will be familiar.

I think my son is a little more at ease about starting school. It will be quite different than he is use to.

Our son could not attend the orientation wk because of prior commitments. Wish there could be another one for those that couldn't make it that week. Thank you.

Our daughter was already going to summer school so that she already knew quite a bit about the school-altho not the program

It makes it a lot easier for child

Everything OK

*I think the orientation is very good for the students because it aquaints them with the school and also get to know some of the other

students a little. They also find out how it is to ride on a school bus and what is expected of them on the bus.

Very fine!

*I think it should be continued, as I had 2 other students from a small school go into 9th grade at North & South and they both came home sick the first 3 days. I'm hoping this will eliminate their anxiety and they will feel more adjusted to the large change.

*The children don't worry so much about finding their way around a new school. The program is very fine.

We enjoyed the tour of school real well because it makes it easier to know now what rooms they are talking about when the children come home.

*To whom it May Concern: We deeply appreciate the home visit and the visit to the school , it really makes you feel closer to the child and we realize what advantages are given to our children. Thank you for everything you've all done.

*This method of orientation is one of the best I've ever heard of. I think it dispelled a lot of fears of a strange and larger school for my daughter.

*I think it gives a feeling of closer relationship between the school, home and child.

Very helpful in every way

We were impressed with the orientation program and feel our son benefitted a great deal, too, Thank you.

Very good for the new student to kind of break him in before the regular school year. Our child was also very much satisfied with the program.

*I think this gives the child a little more confidence in starting in a large school. They won't feel so lost that first day.

Very well taken care of Expecially the tour of the school for parents.

I think it was very worth while. I am sure my daughter has much more confidence in her participation at school this fall.

I think it is an Excellent idea

Julie enjoyed it very much--thank you.

*Much enthusiam about starting to school and the orientation. Prior to he seemed quite perturbed about attending a new school

*I think it makes it easier to solve any problems which may arise. Having met and talked with Mr. Neste who was very friendly and easy to talk to, I wouldn't hesitate to discuss a problem if one arises. I know, I wouldn't have felt that way, if you wouldn't have come out as you did. You always hesitate, because you wonder what kind of a guy he'll be to talk out a question with. I say keep it up.

Such a fine program - our daughter thoroughly enjoyed it. Thanks much.

Excellent.

It's very helpful - it's fun and other kids get to know where they live and in school.

*I feel there is such a great change in schools that this program is a must. My feelings are a child with this program has a head start if at least two weeks just geeting aquainted with the new school and program. Thank you.

We both feel it is a wonderful program and appreciate the effort put forth to make it all possible.

I think this is very helpful to the students because they feel at home when school starts this fall. lThank you so much for everything you have done for these students. It shows that much thought and time is spent on the part of the faculty of the school. Again thank you!

*I think it definitely disproves the fact that everyone says a child will get lost in the shuffle in a large school.

* I feel the children are more at ease now. Everything will not be so new to them on the first day of school. I am sorry my husband and I did not have a chance to visit with the children's teachers during this orientation program.

Kenneth Lee seems to be very well pleased with the prospect of attending your new facilities this school season. You and your staff will find us as his parents to give you all the cooperation possible. He is a good cooperative student. Not one to get into trouble away from home.

We were pleased.

Lyden mentioned he enjoyed it alot especially "swimming".

It's a very good thing. I know for my child enjoyed it: Thank You!

Boys or girls at this age tend to be indepent and I feel when they do have to come by bus or have to be there early, someone should be at the door to meet them and also during summer school for those coming only for second class, the boys and girls should go to a certain room until it is time for their class to start and not be on their own too much in a big school and run loose. Unless the school feels they are better off being a little more indepent.

I feel that it is well worth while for the children who come into a larger system. It gives them a little more confidence when they start in Sept. The teachers who do this are to be commended for their services.

It gives the child thats starting South to get acquainted with the school and rooms also the library and classes.

*It is a wonderful project--the children come home all enthused, and waiting for the next day, so they can go again to school--Especially for a child from the country--when he goes to school in the fall, he won't feel so lost and confused.

We feel it has been a very fine program, our son, enjoyed it a lot. The first night he came home with a headache, was very hot on the bus and quite different at school but loved the rest of the week. Thank you very much.

I just like to say I am glad they have a summer orientation program going and I hope they keep it up. I just wish they would have had it several years ago.

I have been tremendously impressed by the effort you have shown to both parents and pupils to make them feel wanted and a part of your school. With this kind of spirit, I am sure our children will get the best possible education.

Thank you very much for making the adjustment to a new school so pleasant.

Wonderful, it has been very helpful to us and our child.

*I feel the orientation was a big help in getting my daughter acquainted with the school and other children. She no longer has any fear of starting in a large school.

Wonderful!

We're looking forward to PTA meetings.

Betty appreciated the orientation program so much even though she missed several days. Now she feels as though shes not lost. Thank you for this. Sorry we were not able to make the parent's evening. I know it would have benefited us much.

Very Impressive!

It was very nice to go through the school in small group, as you get to see more and can get a better answer to your questions if you have any to ask.

*I feel the home visits are very important as it makes a much closer contact between student, parents, and counselor.
My husband was at work during the home visit, so he was very happy to have the opportunity to meet the counselor the evening we visited and toured the school.

I enjoyed the tour very much - It started to get a little tiring, but the coffee and cookies "perked" me up, and I wouldn't have wanted to miss a bit of it. I was "overwhelmed" by the school and all it has to offer a child. Thank again.

*I didn't think there were so many opportunities at South for outside extra activities. By visiting the school I understand more thoroughly what the children are doing. It isn't enough that they bring so little information home.

I think it is a good program because it help the child and parents. Expecley if it is the first year for the child and parents.

I think that it is a good idea as they get to know were way around in the bigger schools.

It helps the children get to know each other and their school before their studies begin.

It is very good, especially for the students and parents from a small community!

I think its a very good program and if possible should be continued.

*I think it gives the child a good chance to know his school before the school term start. Which I think means an awful lot to them attending their 1st year here. Thank you.

I think it's very good. And should be contuied.

I think the program help the children understand the school. Keep up the good work. Thank you.

It will some what eliminate the feeling for the children of being so lost in such a big school as this. There will be enough different things to get used to, and I think this has helped considerably. It also gives the child a feeling of belonging and gives the new child a more secure feeling.

The whole program was of a benefit for both parent and child.

I would like to thank the teacher's and counselors for the good job they are doing. Thank you.

*I think it is very beneficial to the new student. It gives him a feeling of self confidentce before he is a part of the large population the 1st day of school in the fall.

We feel that our child's eagerness for school to start is due largely to the orientation program.

Could this have not been accomplished in three days instead of 5? It was especially good to meet our childs counsellor for the year. I am sure our child felt this is good also and the feeling that someone cares is good.

*The orientation program has put our child at ease about entering a new school. After seeing the school, they are looking forward to the start of school.

We think its a very good idea and should be continued. It gives the child a secure feeling. Thank you.

I feel the orientation program is well worth the time and effort required.

*I think this a wonderful program in as much as it gives the outside student a chance to get acquainted with the layout of the school before school actually begins causing less confusion and less time lost in the class room.

It's just wonderful.

I feel it is a good overall and average program for the parents! Some might want more and some less orientation, but it is needed to that point! It should give parents that experienced warm feeling for the school.

No halo effect but you people have done a very good job in selling your program. Many thanks.

We were very impressed with the personality and knowledge of the counselors. We hope this is representative of the teaching staff.

Very fine. Thank you.

We never have had this close of contact with the school before. It's just wonderful.

I sure enjoyed this tour thru the school. It made me feel more at home and if any problems should arise I would feel at ease to contact the teachers.

We feel like we saw a good part of the school. The only regret I have is that more time couldn't be devoted to the library. We could have used about 15 minutes of browsing to see what type of books under each category are available, also what authors are represented and how much up to date the books are.

We were very much impressed with the Orientation tour of the school, also wish to compliment the Counselors for there courtesy and efficient manner in conducting the tour, again thanking you.

We certainly enjoyed our school visit, and wish more of the parents could have an opportunity to visit the school. We do appreciate your efforts to make the parents welcome. It is gratifying to see that each child gets such individual attention.

Am very glad we visited it.

We enjoyed it and will understand when the children talk of the school rooms, etc.

We enjoyed it very much.

UNFAVORABLE COMMENTS:

I think this program should possibly be conducted in the morning because of the intense heat of the afternoon. Our children were in summer school last year and I find the morning shift much better.

Too many children riding on one bus.

* These comments seem to express the primary purpose and intent of the project.